

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	669	727	731
Special Ed Graduates	541	305	302
% Special Ed Graduates	80.9%	42.0%	41.3%
# of LEAs Meeting Target	31	N/A	28
% of LEAs Meeting Target	68.9%	N/A	62.2%
# of LEAs With 'N/A'	11	N/A	10

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with Individualized Education Programs (ages 14–21) who exited special education due to graduating with a regular high school diploma (identical to non-disabled peer requirements) in a single year.

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Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	4,854	729	731
Special Ed Dropouts	106	101	121
% Special Ed Dropouts	2.2%	13.9%	16.6%
# of LEAs Meeting Target	35	N/A	30
% of LEAs Meeting Target	77.8%	N/A	66.7%
# of LEAs With 'N/A'	4	N/A	10

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with IEPs (ages 14-21) who exited special education due to dropping out in a single year.

Region: 02

Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	990	---	934	---
	Regular assessment without accommodations	119	12.0%	97	10.4%
	Regular assessment with accommodations	693	70.0%	715	76.6%
	Alternate assessment against alternate achievement standards	116	11.7%	117	12.5%
	Participants	928	93.7%	929	99.5%
	Non-participants	62	6.3%	5	0.5%
	LEAs Meeting Target	N/A	N/A	41	97.6%
08	# of children with IEPs	835	---	881	---
	Regular assessment without accommodations	70	8.4%	68	7.7%
	Regular assessment with accommodations	551	66.0%	680	77.2%
	Alternate assessment against alternate achievement standards	95	11.4%	121	13.7%
	Participants	716	85.8%	869	98.6%
	Non-participants	119	14.3%	12	1.4%
	LEAs Meeting Target	N/A	N/A	40	100.0%
HS	# of children with IEPs	848	---	1,087	---
	Regular assessment without accommodations	72	8.5%	69	6.4%
	Regular assessment with accommodations	588	69.3%	871	80.1%
	Alternate assessment against alternate achievement standards	97	11.4%	117	10.8%
	Participants	757	89.3%	1,057	97.2%
	Non-participants	91	10.7%	30	2.8%
	LEAs Meeting Target	N/A	N/A	30	85.7%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	990	---	934	---
	Regular assessment without accommodations	120	12.1%	98	10.5%
	Regular assessment with accommodations	687	69.4%	711	76.1%
	Alternate assessment against alternate achievement standards	115	11.6%	117	12.5%
	Participants	922	93.1%	926	99.1%
	Non-participants	68	6.9%	8	0.9%
	LEAs Meeting Target	N/A	N/A	41	97.6%
08	# of children with IEPs	828	---	879	---
	Regular assessment without accommodations	67	8.1%	63	7.2%
	Regular assessment with accommodations	544	65.7%	684	77.8%
	Alternate assessment against alternate achievement standards	96	11.6%	121	13.8%
	Participants	707	85.4%	868	98.8%
	Non-participants	121	14.6%	11	1.3%
	LEAs Meeting Target	N/A	N/A	39	97.5%
HS	# of children with IEPs	995	---	1,290	---
	Regular assessment without accommodations	98	9.9%	58	4.5%
	Regular assessment with accommodations	660	66.3%	1,051	81.5%
	Alternate assessment against alternate achievement standards	97	9.8%	118	9.2%
	Participants	855	85.9%	1,227	95.1%
	Non-participants	140	14.1%	63	4.9%
	LEAs Meeting Target	N/A	N/A	23	65.7%

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	812	---	812	---
	Proficient or above regular assessment without accommodations	53	57.6%	52	48.2%
	Proficient or above regular assessment with accommodations	39	42.4%	56	51.9%
	Total Proficients	92	11.3%	108	13.3%
	LEAs Meeting Target	N/A	N/A	13	31.0%
08	# of children with IEPs	621	---	748	---
	Proficient or above regular assessment without accommodations	23	42.6%	25	34.3%
	Proficient or above regular assessment with accommodations	31	57.4%	48	65.8%
	Total Proficients	54	8.7%	73	9.8%
	LEAs Meeting Target	N/A	N/A	8	20.5%
HS	# of children with IEPs	660	---	940	---
	Proficient or above regular assessment without accommodations	21	35.0%	24	25.0%
	Proficient or above regular assessment with accommodations	39	65.0%	72	75.0%
	Total Proficients	60	9.1%	96	10.2%
	LEAs Meeting Target	N/A	N/A	10	28.6%

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	807	---	809	---
	Proficient or above regular assessment without accommodations	42	50.6%	61	42.4%
	Proficient or above regular assessment with accommodations	41	49.4%	83	57.6%
	Total Proficients	83	10.3%	144	17.8%
	LEAs Meeting Target	N/A	N/A	28	66.7%
08	# of children with IEPs	611	---	747	---
	Proficient or above regular assessment without accommodations	24	44.4%	32	32.3%
	Proficient or above regular assessment with accommodations	30	55.6%	67	67.7%
	Total Proficients	54	8.8%	99	13.3%
	LEAs Meeting Target	N/A	N/A	24	61.5%
HS	# of children with IEPs	758	---	1,109	---
	Proficient or above regular assessment without accommodations	23	38.3%	19	24.1%
	Proficient or above regular assessment with accommodations	37	61.7%	60	76.0%
	Total Proficients	60	7.9%	79	7.1%
	LEAs Meeting Target	N/A	N/A	13	37.1%

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Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	116	---	117	---
	Alternate assessment against alternate achievement standards	109	94.0%	113	96.6%
	LEAs Meeting Target	N/A	N/A	25	96.2%
08	# of children with IEPs	95	---	121	---
	Alternate assessment against alternate achievement standards	88	92.6%	116	95.9%
	LEAs Meeting Target	N/A	N/A	23	85.2%
HS	# of children with IEPs	97	---	117	---
	Alternate assessment against alternate achievement standards	86	88.7%	109	93.2%
	LEAs Meeting Target	N/A	N/A	19	82.6%

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	115	---	117	---
	Alternate assessment against alternate achievement standards	96	83.5%	110	94.0%
	LEAs Meeting Target	N/A	N/A	23	88.5%
08	# of children with IEPs	96	---	121	---
	Alternate assessment against alternate achievement standards	93	96.9%	111	91.7%
	LEAs Meeting Target	N/A	N/A	20	74.1%
HS	# of children with IEPs	97	---	118	---
	Alternate assessment against alternate achievement standards	93	95.9%	104	88.1%
	LEAs Meeting Target	N/A	N/A	17	73.9%

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,944	30.2%	2,738	41.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	92	11.3%	108	13.3%
	Proficiency rate gap		18.9%		28.2%
	LEAs Meeting Target	N/A	N/A	16	36.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,509	36.7%	3,137	41.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.7%	73	9.8%
	Proficiency rate gap		28.0%		31.4%
	LEAs Meeting Target	N/A	N/A	22	53.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,229	33.6%	2,926	34.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	9.1%	96	10.2%
	Proficiency rate gap		24.5%		24.3%
	LEAs Meeting Target	N/A	N/A	18	51.4%

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,101	32.8%	3,392	51.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	83	10.3%	144	17.8%
	Proficiency rate gap		22.5%		33.7%
	LEAs Meeting Target	N/A	N/A	16	36.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,681	40.8%	3,974	53.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%	99	13.3%
	Proficiency rate gap		31.9%		40.7%
	LEAs Meeting Target	N/A	N/A	17	41.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,656	44.1%	4,108	40.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	7.9%	79	7.1%
	Proficiency rate gap		36.2%		33.1%
	LEAs Meeting Target	N/A	N/A	19	54.3%

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Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	45	N/A	45
% of LEAs Meeting Target	100.0%	N/A	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 5 : Education Environments (School Age)

Educational Environment	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	#	%	#	%	#	%
Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21	10,576	---	10,641	---	10,686	---
5A: Inside the regular class 80% or more of the day	8,007	75.7%	8,109	76.2%	8,161	76.4%
5B: Inside the regular class less than 40% of the day	1,436	13.6%	1,459	13.7%	1,507	14.1%
5C: In separate school, residential facility or homebound or hospital	68	0.6%	69	0.6%	105	1.0%
LEAs Meeting Target 5A	39	86.7%	N/A	N/A	33	73.3%
LEAs Meeting Target 5B	27	60.0%	N/A	N/A	35	77.8%
LEAs Meeting Target 5C	41	91.1%	N/A	N/A	34	75.6%

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 6 : Preschool Environments

Educational Environment	FFY20 2020-21		FFY21 2021-22	
	#	%	#	%
Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program	585	---	510	---
6A: Attending REC & receiving majority of SPED and related services in a REC	88	15.0%	74	14.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	97	16.6%	95	18.6%
6C: Receiving special education and related services in the home	3	0.5%	3	0.6%
LEAs Meeting Target 6A	N/A	N/A	30	66.7%
LEAs Meeting Target 6B	N/A	N/A	36	80.0%
LEAs Meeting Target 6C	N/A	N/A	43	95.6%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	1.2%	---	3	0.7%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	75	14.7%	---	91	19.8%	---	75	17.8%	---
Improved functioning to reach a level nearer to same-aged peers	135	26.4%	---	114	24.8%	---	115	27.3%	---
Improved functioning to reach a level comparable to same-aged peers	197	38.6%	---	155	33.7%	---	139	32.9%	---
Maintained functioning at a level comparable to same-aged peers	98	19.2%	---	97	21.1%	---	91	21.6%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	80.4%	NO	---	74.1%	NO	---	76.7%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	57.7%	NO	---	54.8%	NO	---	54.5%	NO

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	3	0.6%	---	6	1.3%	---	4	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	82	16.0%	---	93	20.2%	---	82	19.4%	---
Improved functioning to reach a level nearer to same-aged peers	167	32.7%	---	149	32.4%	---	131	31.0%	---
Improved functioning to reach a level comparable to same-aged peers	188	36.8%	---	153	33.3%	---	158	37.4%	---
Maintained functioning at a level comparable to same-aged peers	71	13.9%	---	59	12.8%	---	47	11.1%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	80.7%	NO	---	75.3%	NO	---	77.1%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	50.7%	NO	---	46.1%	NO	---	48.6%	NO

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	3	0.6%	---	6	1.3%	---	5	1.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	53	10.4%	---	72	15.7%	---	66	15.6%	---
Improved functioning to reach a level nearer to same-aged peers	120	23.5%	---	98	21.3%	---	108	25.6%	---
Improved functioning to reach a level comparable to same-aged peers	192	37.6%	---	159	34.6%	---	141	33.4%	---
Maintained functioning at a level comparable to same-aged peers	143	28.0%	---	125	27.2%	---	102	24.2%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	84.8%	YES	---	76.7%	NO	---	77.8%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	65.6%	NO	---	61.7%	NO	---	57.6%	NO

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 8 : Parent Involvement

Parent Involvement	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	88.8%	YES	80.4%	N/A	79.6%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

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Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	0	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups
in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	0	3	4
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 11 : Child Find

Child Find	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children for whom parental consent to evaluate was received	1,793	1,674	2,308
# of children whose evaluations completed within State established timeline	1,793	1,502	2,305
% of children whose evaluations completed within State established timeline	100.0%	89.7%	99.9%
# of LEAs Meeting Target	45	34	43
% of LEAs Meeting Target	100.0%	75.6%	95.6%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Total Number of LEAs (2021-22) for All Indicators: 45

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children served in Part C & referred to Part B for eligibility determination	322	291	91
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	29	40	8
# found eligible & IEP developed & implemented by third birthday	264	223	45
# whose parent refusal caused delay in evaluation or initial services	19	16	3
# serviced in Part C less than 90 days before third birthday	6	4	35
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.5%	96.5%	100.0%
# of LEAs Meeting Target	44	42	45
% of LEAs Meeting Target	97.8%	93.3%	100.0%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Indicator 13 : Secondary Transition

Secondary Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of youth with disabilities aged 16 & above	534	571	523
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	534	567	503
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.3%	96.2%
# of LEAs Meeting Target	45	44	43
% of LEAs Meeting Target	100.0%	97.8%	95.6%

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Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	21	17.9%	NO	23	15.1%	NO	37	25.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	59	50.4%	NO	64	42.1%	NO	80	54.1%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	68	58.1%	NO	81	53.3%	NO	95	64.2%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Indicator	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target
1	88.5%	N/A	>=45.00%
2	1.8%	N/A	<=13.00%
3A Reading Grade 04	N/A	N/A	>=95.00%
3A Reading Grade 08	N/A	N/A	>=95.00%
3A Reading Grade HS	N/A	N/A	>=95.00%
3A Math Grade 04	N/A	N/A	>=95.00%
3A Math Grade 08	N/A	N/A	>=95.00%
3A Math Grade HS	N/A	N/A	>=95.00%
3B Reading Grade 04	N/A	N/A	>=14.00%
3B Reading Grade 08	N/A	N/A	>=12.00%
3B Reading Grade HS	N/A	N/A	>=12.00%
3B Math Grade 04	N/A	N/A	>=19.00%
3B Math Grade 08	N/A	N/A	>=20.00%
3B Math Grade HS	N/A	N/A	>=17.00%
3C Reading Grade 04	N/A	N/A	>=91.00%
3C Reading Grade 08	N/A	N/A	>=93.00%
3C Reading Grade HS	N/A	N/A	>=94.00%
3C Math Grade 04	N/A	N/A	>=94.00%
3C Math Grade 08	N/A	N/A	>=95.00%
3C Math Grade HS	N/A	N/A	>=93.00%
3D Reading Grade 04	N/A	N/A	<=23.00%
3D Reading Grade 08	N/A	N/A	<=36.00%
3D Reading Grade HS	N/A	N/A	<=38.00%
3D Math Grade 04	N/A	N/A	<=20.00%
3D Math Grade 08	N/A	N/A	<=32.00%
3D Math Grade HS	N/A	N/A	<=26.00%
4A	0.0%	N/A	<=24.00%
4B	0.0%	0.0%	0.00%
5A	68.0%	N/A	>=73.00%
5B	12.0%	N/A	<=14.00%
5C	1.3%	N/A	<=1.00%
6A	33.0%	N/A	>=27.00%
6B	15.0%	N/A	<=26.00%
6C	N/A	N/A	<=0.85%
7A1	85.0%	85.0%	>=85.00%
7A2	63.0%	63.0%	>=63.00%
7B1	85.0%	84.0%	>=84.00%
7B2	58.0%	56.0%	>=57.00%
7C1	85.0%	84.0%	>=85.00%

Indicator	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target
7C2	74.0%	71.0%	>=72.00%
8	81.0%	N/A	>=81.00%
9	0.0%	0.0%	0.0%
10	0.0%	0.0%	0.0%
11	100.0%	100.0%	100.0%
12	100.0%	100.0%	100.0%
13	100.0%	100.0%	100.0%
14A	30.0%	30.0%	>=31.00%
14B	63.0%	63.0%	>=64.00%
14C	80.0%	80.0%	>=81.00%